AGGRESSION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER RESIDENTIAL BACKROUND AND ANXIETY

SYNOPSIS OF THE THESIS

Submitted by

Devender Kumar

Registration No.: **17RSEPHE002**

Under supervision of

Dr. Promila

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"AGGRESSION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER RESIDENTIAL BACKROUND AND ANXIETY."** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: Ner - Chowk

Date: 18/10/2020

Signature of the Scholar

Name of Scholar

Devender kumar

Forwarded by: Concern Supervisor

Place: Chail Chowk

Date: 20/10/2020

Signature of the Supervisor

Name of the Supervisor

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CERTIFICATE

This is to certify that the thesis titled "**AGGRESSION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER RESIDENTIAL BACKROUND AND ANXIETY.**" Is an original piece of work done by Devender Kumar under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: Chail Chowk

Date: 20/10/2020

Signature of the Supervisor

Name of the Supervisor

Dr. Pramila

INTRODUCTION

Aggression has always been a crucial concern of mankind. Social psychologists have always tried to seek out, what exactly is aggression. It's very difficult to define the term 'aggression'. Perhaps there's no single, generic behavior pattern that corresponds to the term aggression. Even social scientists aren't unanimous choose when a behavior is aggressive. There could also be many behavior patterns that we casually call aggression. However, most definitions of aggression equate it with behaviors that are intended to harm another member of an equivalent species. It's a negative behavior that must be eliminated or minimized.

Aggression among adolescents may be a growing problem and is taken into account as a big predictor of future social, psychological, behavioural, and academic problems. Consequences of hostility and aggressiveness still are a burden on not only the perpetrators and victims but also the event of human societies at large. Administrators, teachers, and fogeys seek points of intervention for aggressive behaviour with the goal of creating schools more stable places of peace. Understanding the causes of hostility and aggressiveness and controlling it are therefore important concerns within the social research project agenda. Among the causal factors responsible for aggression, various models acknowledge the contribution of individual characteristics, the family, the community, and situational factors to the expression of aggressive behaviour. If we evaluate this education being imparted to our students, we discover that it's defective in evaluating the values of life and within the absence of the permanent values of life the scholar generally behave in an indiscipline way. The indiscipline among students especially within the schools is thanks to aggression.

AGGRESSION AND ITS TYPES

Theoretical perspectives on aggression suggest that typographically and functionally distinct subtypes of aggression exist (Dodge & Schwartz, 1997). It's important to think about the multidimensional nature of aggression

because different stimuli combine with differing types of physiological and mental processes to make distinct sorts of aggression. Although different classification systems for aggression are proposed, as given below, these typologies tend to overlap somewhat, with each system having a rather different emphasis. the kinds of aggression that are mostly reviewed contains reactive–proactive aggression, hostile and instrumental aggression, and positive & negative aggression (Dodge & Coie, 1987; Bjorkqvist et al., 1992; Vitaro et al., 2006). These sorts of aggression are briefly described below.

REACTIVE AND PROACTIVE AGGRESSION

The constructs of reactive and proactive aggression were first introduced by Dodge and Coie (1987). Reactive aggression may be a hostile and angry response that functions as retaliation to a perceived threat or provocation. this sort of aggression is defined as a violent response to physical or verbal aggression initiated by others that's relatively uncontrolled and emotionally charged. for instance , a toddler punching a peer after the peer tripped him or her. Reactive aggression could also be accounted for by the frustration-aggression model, which posits that aggression is an angry and hostile reaction to frustration (Berkowitz, 1989). On the opposite hand, proactive aggression is defined as aggressive behaviour that happens without apparent provocation or instigation. Proactive aggression represents goal-oriented, calculated aggression that's motivated by external reward. For instance, a toddler bullying a peer until a desired object has been acquired. Proactive aggression is according to social learning theory, which posits that aggression may be a functional behaviour that helps one to get a desired goal (Bandura, 1973). That is, individuals aggress because they need learned that aggression may be a useful strategy for achieving their objective.

HOSTILE VERSUS INSTRUMENTAL AGGRESSION

This typology was originally developed by Feshbach (1970), and was afterward elaborated by Atkins et al. (1993). Hostile aggression is that the sort of aggression that intends harm (injury or pain) as its primary goal e.g.

yelling at a toddler to form her feel bad. Instrumental aggression is that the sort of aggression that intends harm as a way (instrument) to a different goal e.g. yelling at a toddler to form her stop drawing on the walls. Instrumental aggression produces some positive reward or advantage (impact) on the aggressor unrelated to the victim's discomfort and there's little or no advantage to the aggressor.

POSITIVE VERSUS NEGATIVE AGGRESSION

The term "aggressive" behaviour is ambiguous, denoting both positive and negative behaviours. Aggression is positive as a particular amount of aggression is assumed to be necessary and adaptive throughout childhood and adolescence because it helps build autonomy and identity (Gupta, 1983; Romi & Itskowitz, 1990). Positive aggression is healthy, productive behaviour if it promotes the essential values of survival, protection, happiness, social acceptance, preservation, and intimate relations (Ellis, 1976). Furthermore, a particular degree of aggression or dominance helps to facilitate engagement in cooperative and competitive activities with one's peers. Channeled within the proper direction, human aggression is that the force that permits an individual to be healthfully self-assertive, dominant, and independent and to realize mastery of both the environment and therefore the self.
In contrast to positive aggression, negative aggression, has been defined as acts that end in injury or destruction of property (Moyer, 1968). Alternatively, it also has been defined as attacking behaviour that harms another of an equivalent species (Atkins et al., 1993). Encroaching on the house or territory of a resident and causing others financial, physical, and emotional damage is additionally included in negative aggression (Moyer, 1968). Negative aggression is taken into account unhealthy because it induces heightened emotions which will be damaging to the individual within the long-run.

ANXIETY: CONCEPT AND MEANING

Anxiety, also called angst or worry, may be a psychological and physiological condition characterized by somatic, emotional, cognitive and behavioural

components. The basis meaning of the word anxiety is that the vex or trouble; in either presence or absence of psychological stress, anxiety and make feelings of fear, worry, uneasiness and dread. At a lower level, anxiety helps individuals to affect a difficult situation by prompting them to cope up with it but when anxiety becomes excessive, it becomes a disorder. Anxiety may be a generalized mood condition which will often occur without an identifiable triggering stimulus. it's distinguished from fear which is an emotional response to a perceived threat, whereas anxiety is said to situations perceived as uncontrollable or unavoidable. Also, it's a future-oriented mood state during which one is prepared or prepared to aim to deal with upcoming negative events. The physical effects of hysteria may include heart palpitations, muscle weakness, fatigue, nausea, and pain, shortness of breath, stomach aches or headaches. Also, external signs of hysteria include pale skin, sweating, trembling and papillary dilation. The one that has anxiety may additionally experience it as a way of dread or panic. The emotional effects may include ‘feelings of apprehension or dread, trouble concentrating, feeling tense or jumpsy, anticipating the worst, irritability, restlessness, watching/waiting for signs or occurrences of danger and feeling like one’s mind is gone blank, also as nightmares, obsessions about sensations and feeling like everything is horrifying . a number of the cognitive effects of hysteria include thoughts about suspected dangers, like fear of dying. The behavioural effects include withdrawal from situations where unpleasant effects of hysteria are experienced within the past. Such problems spread their effects in each and each field including the sector of education. Anxiety is usually also referred to as unfocused fear. However, it's right to mention that anxiety may be a way for humanity to be saved also . It informs the individuals of their choices, our self-awareness and private responsibilities and brings them from a state of un-self-conscious immediacy to self-conscious reflection. a private becomes truly conscious of their potential through the experience of hysteria . So, anxiety could also be possibility for sin, but anxiety also can be a recognition or realization of one’s true identity and freedoms. Anxiety is typically defined as a diffuse vague, very unpleasant

feeling of fear and apprehension. Anxiety is common reaction to frustration. Growing out of frustration anxiety is a drive for adjustments. Consistent with Freud, anxiety controls our behaviour by causing us to avoid threatening experiences within the environment.

consistent with Freud, "Anxiety is general feeling of uneasiness that's experienced when one engages in, or thinks of engaging in activities that violate the internalized values of the super-ego." consistent with Webster, "Anxiety refers to subjective experience of the individual, a painful uneasiness of mind." generally , anxiety is an unpleasant spirit with qualities of apprehension, dread, distress and uneasiness. it's painful emotional experience produced by excitation within the internal organs of the body. it's a danger signal to the ego that dangerous impulse is bent break. it's actually , an unconscious reaction to depressed tendencies. Anxiety is characterized by over concern which can turn over to panic or severe fear. In fact, it's a sort of fear not based upon present alone, but also upon the particular or imaginative experience of the past and future. The victim shows anxiety under different situations with none specific reason.

REVIEW OF RELATED LITERATURE

The investigator explored the previous literature relevant to this study and will collect the subsequent research studies which bear direct and indirect relevance to this study.

RESEARCH STUDIES ASSOCIATED WITH AGGRESSION

Card et al. (2008) in their meta-analytic review of 148 studies on child and adolescent direct and indirect aggression examined the magnitude of gender differences, intercorrelations between forms and associations with maladjustment. Results confirmed prior findings of gender differences (favoring boys) in direct aggression and trivial gender differences in indirect aggression. Results also indicated a considerable intercorrelation (= .76) between these forms. Despite this high intercorrelation, the two forms showed unique associations with maladjustment. Direct aggression is more strongly associated

with externalizing problems, poor peer relations, and low prosocial behavior and indirect aggression is said to internalizing problems and better prosocial behavior. Moderation of those effect sizes by method of assessment, age, gender, and a number of other additional variables were systematically investigated.

Das (2008) in his study entitled, "A Study of Aggression Among University Level Volleyball Players of Himachal Pradesh University Shimla" found a big gender wise difference in aggression level of Volleyball Players.

Navis, Brown and Heim (2008) in their studies of causal links between alcohol and aggression are often handicapped by threats to internal and external validity. Case–control methods employ an event-level analysis which will reduce a number of these validity threats by the utilization of within-subject controls. This study used a case–control approach, asking 39 male inmates during a Young Offenders Institution to match drinking behaviour before incidents where they reported commission of an injurious assault and a matched incident where they didn't . After controlling contextual differences, participants reported personally drinking more heavily and heavier drinking within their group, but not being more impaired when an assault was committed. The assault incidents were more likely to involve spontaneous, instead of planned, drinking and a better proportion of males within the group. They were less likely to involve drinking during a pub.

Niazi and Adil (2008) conducted a study on relationship between panic attacks and aggression with reference to age and gender on a sample of 150 individuals(17 to 45 years) of Sargodha (Pakistan) by using Panic scale (Mehrabian,1994), Aggression Subscale of EPPS(Edwards, 1959). the target of the study was to explore the connection between panic attacks and aggression with reference to age and gender and main finding of the research indicated non-significant relationship between panic attacks and aggression.

Goyal & Gupta (2009) conducted a study on influence of modernization on aggression level of adolescents and concluded that there exists no significant difference between the extent of aggression of boys and girls.

Kumar (2009) found that the male adolescents didn't differ significantly in their overall risk-taking behaviour as associated with their aggression level.

Sultana, Adhavan & Vipin (2009) conducted a study on anxiety, aggression and self-depression in trained normal and obese college women students of Pondicherry and located that trained students had more aggression than the traditional and obese groups.

Taylor et al. (2010) conducted a study entitled, "Mothers' Spanking of 3-Year-Old Children and Subsequent Risk of Children's Aggressive Behavior" with the target to look at the association between the utilization of punishment (CP) against 3-year-old children and subsequent aggressive behavior among those children. The study found that frequent use of CP (i.e. mother's use of spanking quite twice within the previous month) when the kid was 3 years aged was related to increased risk for higher levels of kid aggression when the kid was 5 years aged (adjusted odds ratio: 1.49 [95% confidence interval: 1.2–1.8]; P < .0001), even with controlling for the child's level of aggression at age 3 and therefore the aforementioned potential confounding factors and key demographic features. Despite American Academy of Pediatrics recommendations to the contrary, most parents within the us approve of and have used CP as a sort of child discipline. the present findings suggest that even minor sorts of CP, like spanking, increase risk for increased child aggressive behavior. Importantly, these findings can't be attributed to possible confounding effects of a number of other maternal parenting risk factors.

Anjum et al. (2011) conducted a study on Aggressiveness and Life satisfaction among Women Experiencing violence and concluded that the group of girls who experience violence had high aggressiveness and poor life satisfaction as compare to the opposite group of girls.

Feroz and Parveen (2011) conducted a study entitled, 'Home Environment and Aggression among Children of Working Mothers and House Wives' on a sample of 200 children (13-18 years) of Aligarh by using Home Environment Scale developed by Sarla Java and Aggression Questionnaire developed by Buss and Perry (1992). the target of the study was to work out the house environment as a

function of aggressive behavior among children of working mothers and house wives and results of the study revealed that there was significant difference between working women's' and house wives' children. House wives' children have showed less aggressive behavior and dealing women's' children showed high aggressive behavior.

Kumar (2011) found that there's no significant difference in aggression among senior lyceum students at different levels of their self-esteem. He further indicated that students studying privately institutions were found to be more aggressive than government school students.

Kumar and Kumari (2011) conducted a study entitled, ' A Study of Stress and Aggression of Unemployed Youth' on a sample of 100 youth(50 unemployed and 50 employed) of Darbhanga town by using Aggression Scale developed and standardized by M. K. Sultania (2005), Stress Inventory by Singh (2004) and private Data Sheet. the target of the study was to seek out out the effect of stress and aggression on unemployed youth and therefore the results of the study revealed that employed behavior are satisfactory than unemployed youth life. Unemployed youth especially technocrats are very frustrated in government policy.

Labhane (2011) conducted a study entitled 'Aggressive Behavior as a Function of Sex and Self Concept' on a sample of 120 students (17-19 years) of Dhulia by using Self Evaluation Scale and Aggression Questionnaire. the target of the study was to seek out out the consequences of sex and self-concept on four sorts of aggressive behavior and main findings of the study acknowledged that aggressive behavior is significantly more prominent among males than females. Low self-concept was one among the main causes of aggressive behavior among adolescents.

Sangwan (2011) conducted a study on aggression, life satisfaction, depression and well being in rural and concrete teenage boys and located that urban boys are significantly higher on aggression as compared to rural boys.

Kumar and Malik (2012) conducted a study on aggression among adolescents in reference to self-concept and scholastic achievement on a sample of 200 adolescents (100 male and 100 female) in Hisar City by using Aggression Scale

by Kumari Roma Pal and Mrs. Tasneem Naqvi Scholastic achievement has been taken from the many highschool board examination. the target of the study was to match the extent of aggression among adolescents boys and girls and therefore the results of the study indicated that the mean many boys on aggression is significantly above that of women . Therefore, there's significant difference between the extent of aggression among adolescent boys and girls.

Sood (2012) studied aggression among school going adolescents in reference to their gender and optimistic-pessimistic attitude and located that faculty going adolescents having different levels of optimistic-pessimistic attitude differ significantly with reference to their aggression. School going adolescents with highly optimistic attitude have exhibited significantly higher mean score of aggression as compared to students with pessimistic attitude.

Galgotra (2013) conducted a study on aggression among adolescents of Jammu district in reference to sex, socio-economic status and kinds of institution on a sample of 250 students (15 to 17 years) of Jammu district of J&K State. the target of the study was to seek out out the effect of sex on the aggression and results of the study revealed that there was significant effect of sex on aggression of the adolescents.

Jyoti (2013) conducted a study on aggression among school going adolescents in reference to their gender and social category on a sample of 436 students of Hamirpur district of Himachal Pradesh by using Aggression Inventory Developed by M. K. Sultania. the target of the study was to review the gender-wise difference in aggression among school going adolescents and therefore the results of the study found that there's no significant difference between within the mean many overall aggression of male and feminine school going adolescents.

Kumari (2014) conducted a study on aggression among school going adolescents in reference to their gender and parental relationship on a sample of 360 students of Bilaspur district of Himachal Pradesh by using Aggression Inventory developed by M. K. Sultania and Parent Child Relationship Scale developed by Nalini Rao. the target of the study was to seek out out the gender-wise difference in aggression among school going adolescents and therefore

the results of the study revealed that male and feminine school going adolescents differ significantly from one another with reference to their aggression. Female school going adolescents possess significantly higher aggression level than their male counterparts.

Sharma and Singh (2014) conducted a study on aggression and adjustment as variable of self efficacy in female students on a sample of 100 adolescents (15-18 years) by using Self-Efficacy Scale by Sonali Sud, RalfSchwarzer & Matthias (1988), Adjustment Inventory developed by H. S. Asthana (1968) and Aggression Scale by Roma Pal and Mrs. Tasneem Naqvi (1986). the target of the study was to seek out out the importance of aggression and adjustment within the self efficacy of young females and therefore the results of the study revealed that there was direct correlation between aggression and self efficacy where as positive but non-significant correlation between adjustment and self efficacy.

Talukdar and Deka (2014) conducted a study on aggression level among adolescents on a sample of 60 adolescents (30 male and 30 female) from Guwahati and Sarthebari by using aggression scale developed by Dr. R.L. Bharadwaj. the target of the study was to seek out out aggression level among adolescents and results of the study acknowledged that there was significant difference between male and feminine adolescents and male adolescents were more aggressive than females.

RESEARCH STUDIES RELATED TO ANXIETY

Saikia and Phukon (2009) conducted a research on parental aspiration and anxiety level among higher secondary students of Jorhat. The research was conducted on a sample of 120 students (16-18 years) from Jorhat town of Assam by using Sinha's Comprehensive Anxiety Test. The objective of the study was to find out the gender differences if any in anxiety level experienced by the students and the result of the study revealed that there is a significant difference in anxiety level and adolescent girls obtained significantly more mean anxiety scores than boys.

Parvathamma and Sharamma (2010) conducted a study on anxiety level and level of self-confidence and their relation with academic achievement. The findings of the study were:

- There was a significant correlation between anxiety and academic achievement.
- There was a significant difference between anxiety level of boys and girls.

Shastri (2010) conducted a study entitled, 'A Study of the Anxiety of the Secondary School Students of Ahmadabad City' on a sample of 356 students of Ahmadabad city by using K. G. Desai's Manifest Anxiety scale. The objective of the research was to study the level of anxiety related to child's sex and result of the study revealed that there was no significant difference between the sex on their anxiety levels.

Bhattacharjee (2011) conducted a study on self-esteem, anxiety and depression of tribal undergraduate students. The research was conducted on a sample of 100 tribal undergraduate students (19-22 years) of Tripura State by using Self-Esteem Inventory and Back Depression Inventory. The objective of the study was to determine the self-esteem, anxiety and depression of tribal students of Tripura and the results of the study revealed that male and female students differ significantly with respect to their anxiety. Female tribal college students possessed high level of anxiety in comparison to their male counterparts.

Hemamalini (2011) conducted a study on anxiety and academic achievement of high school students of Mysore city. The study was conducted on a sample of 300 students of Mysore city of Karnataka State by using Anxiety Scale constructed and standardized by Srivastava and Tiwari. The objective of the study was to find out extent of anxiety among high school students of Mysore city and the results of the study found that most of the students having very high anxiety level and very low anxiety fall under below average. Achievement category and students having normal anxiety have spread over all the three categories of academic achievement. The negative 'r' value clearly indicates that higher the anxiety, lower the academic achievement and normal anxiety leads to high and average academic achievement.

Kaur and Chhabra (2012) studied anxiety, optimism, happiness, time management of adolescents of Chandigarh city during examinations by using IPAT Self-Analysis Form, The Happiness Measures, Life Orientation Test, Self-Regulation Test and Time Management Questionnaire. The objective of the study was to access the

impact of anxiety on male and female examinees and the result of the study revealed that there is no significant difference in anxiety among male and female examinees.

Velayudhan and Gayatridevi (2012) in their research paper entitled, 'Anxiety and Decision-Making Styles of College Students' found that if the students become more anxious they tend to adopt vigilant decision-making style; female students were higher in defensive avoidance and rationalization than their male counterparts.

Devi (2013) studied multiple anxieties among senior secondary school students in relation to their residential background and stream of studies and found that:

- There is significant difference in mean scores of social anxiety of arts and science stream senior secondary school students.
- Arts stream senior secondary school students have significantly higher social anxiety than science stream senior secondary school students.
- There is no significant difference in mean scores of overall anxiety of arts and science senior secondary school students. Arts and science senior secondary school students have more or less the same level of overall anxiety.

Sharma (2014) studied gender differences in multiple anxieties among adolescents studying in private institutions in Mandi district of Himachal Pradesh and found that:

- There is significant difference in mean scores of test anxiety of male and female adolescents studying in private institutions.
- Female adolescents studying in private institutions have significantly higher mean test anxiety score (91.00) than their male counterparts (84.44) and thus reflecting significantly higher level of test anxiety.
- There is no significant difference in mean scores of self-anxiety of male and female adolescents studying in private institutions. Male adolescents studying in private institutions have slightly higher mean self-anxiety score (70.20) than their female counterparts (69.30), but the difference is not significant statistically.

- **SIGNIFICANCE OF THE STUDY**
- The progress of a society depends upon the nature of the education being provided to the students in the schools. If we evaluate the present education being imparted to our students, we find that it is defective in evaluating the

values of life and in the absence of the permanent values of life the student generally behave in an undisciplined way. That's why educationist is worried to see the growing indiscipline in the society and in the schools and families. The aggression among adolescents results due to inadequate knowledge, unhappy experiences and lack of understanding of their needs. Since at this span of life, aggression is also a major characteristic among adolescents. It also disturbs their behavioural set-up. In the process of education, balanced personality plays a significant role and is the first condition for the effective teaching-learning process. Aggression is harmful aspect of the personality of a child which is expressed through the behaviour of a child. The increasing cases of riots, suicides, violent attacks on teachers and students, abusing, antisocial behaviour, rape cases, agitations and acid attacks on females etc. all show rising anger and frustration and hence the signs of increasing aggressive behaviour in our adolescents. There is urgent need to study such bahaviour and devise ways and means to tackle to the situations of aggression in our school as well as in the society. The increasing aggression and its expression in such a frequent manner is not a good sign for the healthy and well-functioning of any society.

- Each age is the age of anxiety. Every individual faces some sort of anxiety in his life span. The anxiety period starts from the birth of a person till his death. At a lower level, anxiety helps the individual to deal with a difficult situation by prompting them to cope up with it. Hence, being a disorder, it is very much necessary stimulus to overcome most of the difficulties. But, when anxiety becomes excessive, it becomes a disorder. Such type of disorder is mostly seen in the adolescents since the adolescence period plays a very important role in the personality development of a man. If an adolescent will remain anxious then there will occur negative influence on the personality development of that person. As the adolescents are citizens of tomorrow, so they must possess balanced personality and behaviour free from different stresses and tensions. Many researchers have been conducted on aggression among students but hardly any significant study has been done by taking into consideration their anxiety. This appears to be an unexplored territory in the field of educational research. The researcher consulted the surveys on education and hardly found any useful

study in relation to aggression and anxiety. Therefore, the researcher thought to study the aggression in relation to other variables such as gender, residential background and anxiety. The study will be beneficial to students, teachers, parents, psychologists, educationists, administrators and researchers and are expected to act as a bench mark for further researches in their pursuit to explore the field further.

STATEMENT OF THE PROBLEM

"**AGGRESSION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER RESIDENTIAL BACKROUND AND ANXIETY**."

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives.

1. To study aggression among senior secondary school students.

2. To study gender-wise difference among senior secondary school students in terms of following components of aggression, as well as overall aggression:

   i. Assault

   ii. Indirect Aggression

   iii. Irritability

   iv. Negativism

   v. Resentment

   vi. Suspicion

   vii. Verbal Aggression

   viii. Guilt

3. To study the difference in following components of aggression, as well as overall aggression among senior secondary school students at different levels of anxiety:

   i. Assault

   ii. Indirect Aggression

   iii. Irritability

iv. Negativism

v. Resentment

vi. Suspicion

vii. Verbal Aggression

viii. Guilt

4. To study the interactional effect of gender and anxiety on aggression among senior secondary school students in terms of following components as well as overall aggression:

i. Assault

ii. Indirect Aggression

iii. Irritability

iv. Negativism

v. Resentment

vi. Suspicion

vii. Verbal Aggression

viii. Guilt

5. To study residential background-wise difference among senior secondary school students in terms of following components of aggression, as well as overall aggression:

i. Assault

ii. Indirect Aggression

iii. Irritability

iv. Negativism

v. Resentment

vi. Suspicion

vii. Verbal Aggression

viii. Guilt

6. To study the interaction between gender and residential background among senior secondary school students.

7. To study the interaction between residential background and anxiety among senior secondary school students.

HYPOTHESES OF THE STUDY

1. There will be no significant gender-wise difference in following components of aggression as well as overall aggression among senior secondary school students:

i. Assault

ii. Indirect Aggression

iii. Irritability

iv. Negativism

v. Resentment

vi. Suspicion

vii. Verbal Aggression

viii. Guilt

2. There will be no significant difference in following components of aggression as well as overall aggression among senior secondary school students:

i. Assault

ii. Indirect Aggression

iii. Irritability

iv. Negativism

v. Resentment

vi. Suspicion

vii. Verbal Aggression

viii. Guilt

3. Gender and anxiety of senior secondary school students will not interacting significantly with regard to following components of aggression as well as overall aggression:

i. Assault

ii. Indirect Aggression

iii. Irritability

iv. Negativism

v. Resentment

vi. Suspicion

vii. Verbal Aggression

viii. Guilt

4. There will be no significant residential background-wise difference in following components of aggression as well as overall aggression among senior secondary school students:

i. Assault

ii. Indirect Aggression

iii. Irritability

iv. Negativism

v. Resentment

vi. Suspicion

vii. Verbal Aggression

viii. Guilt

5. There will be no significant interaction between gender and residential background among senior secondary school students.

6. There will be no significant interaction between residential background and anxiety among senior secondary school students.

DELIMITATIONS OF THE STUDY

1. The sample of present investigation will be including only adolescents studying in senior secondary schools of two districts (Mandi and Kullu) of Himachal Pradesh.

2. The present study will be restricted to two variables i.e. aggression as dependent variable gender, residential background & anxiety as independent variable.

OPERATIONAL DEFINITIONS OF TERMS USED

1. Aggression: Any physical or verbal behavior designed to harm another person or thing either directly or indirectly. In the present study aggression level of senior secondary school students will be assessed by 'Aggression Inventory' developed and standardized by M.K. Sultania.

2. Senior Secondary School Students: Students who are studying in secondary schools.

3. **Anxiety:** Anxiety is an emotional state represented by a feeling of dread, apprehension or fear. In the present study the level of anxiety among senior secondary school students will be assessed by Anil Kumar's General Anxiety Scale.(2020)

4. Residential Background: In the present study Residential Background means urban and rural areas.

(i) **Urban Area:** The area which fall under the jurisdiction of notified area committee (NAC) /Municipal Corporation.

(ii) **Rural Area:** The area which is administered by Village Panchayats.

RESEARCH METHOD USED

For conducting the present investigation, descriptive survey method of research will be used.

SAMPLING

The representative proportion of the population is called a sample. In the present investigation a convenient sample of students studying in senior secondary schools will be drawn from two districts of Himachal Pradesh by using multistage sampling procedure. At first stage, the researcher will select two districts of Himachal Pradesh and also will select the educational blocks randomly. At second stage, the requisite data will be collected randomly from the senior secondary school students on the day of data collection.

RESEARCH TOOLS TO BE USED

For the collection of data in the present study, the investigator will use following research tools.

- ❖ Aggression Inventory developed by M.K. Sultania
- ❖ Anil Kumar's General Anxiety Scale for Children (GASC)

DATA ANALYSIS

In order to study the nature of distribution of aggression scores of senior secondary school students, descriptive statistics like mean, median, mode, S.D., Q.D., skewness and kurtosis will be calculated. For studying the gender-wise significance of the difference in the aggression scores of senior secondary school students, t-test will be used. Further for finding out the main effects of gender, residential background and anxiety along with and their interactional effect on aggression among senior secondary school students, the statistical technique of analysis of variance (two- way) will be used.

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